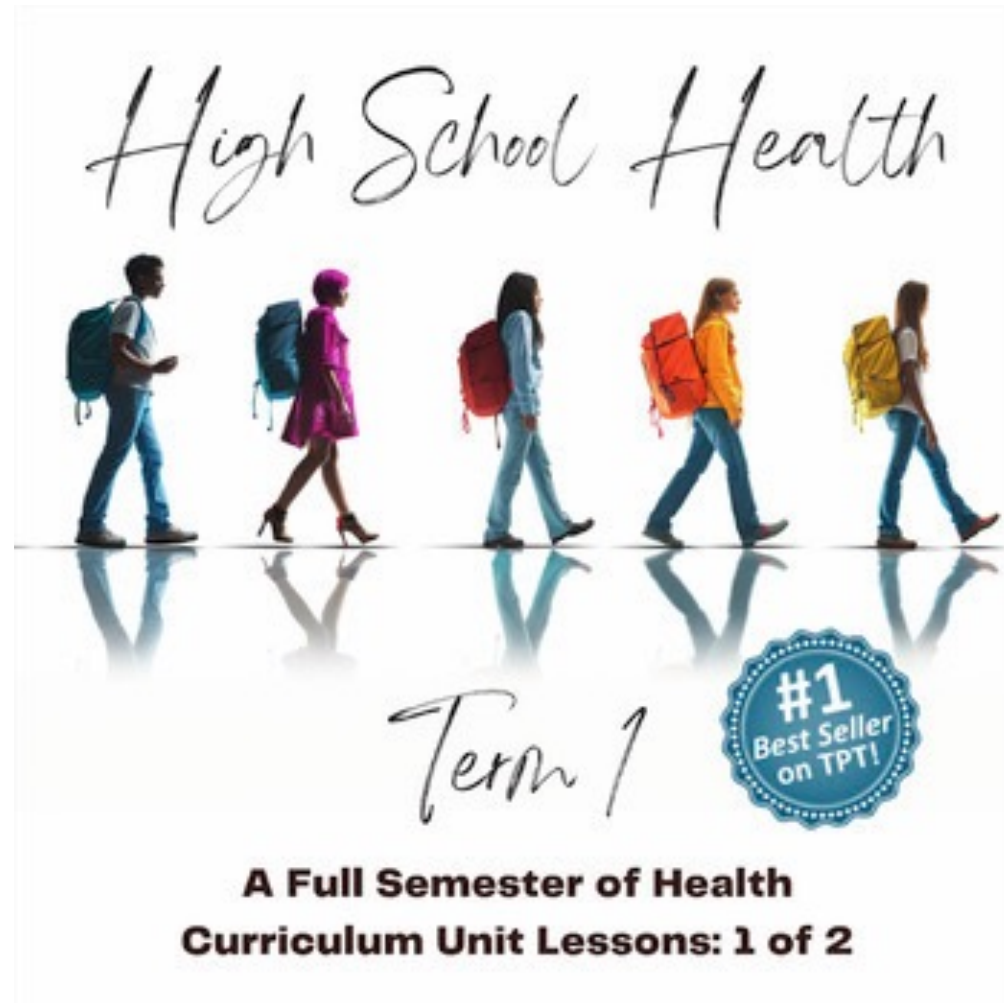


# Full Year High School Health Preview **Term 1**



I am a National Board Certified Teacher with a Master of Education Degree and I have experience teaching Elementary, Jr. High, and High School P.E. and Health.



Experience  
is the best  
teacher!

# REAL TEACHERS' REVIEWS ENDORSE THIS PROGRAM:

- ❖ *"You have created the best overall set of teaching lessons I have seen in 22 years of teaching! I don't need to "re-invent the wheel."*
- ❖ *"These are the most well-done units that I have ever personally seen (don't tell my wife I said that, she's a Language Arts teacher)."*
- ❖ *"One of the best products I have invested in...well worth the price and then some." "This was a Godsend."*
- ❖ *"You saved my life, I was bored to tears teaching Health. Now it's my favorite class!"*
- ❖ *"Best curriculum I have ever used. Both my students and I enjoy health class. It was so easy to put into place."*



# Here is what files look like:

| < > HS Health Bundle                                                                |                                                  |
|-------------------------------------------------------------------------------------|--------------------------------------------------|
| Name                                                                                |                                                  |
|    | 00HS How To Video Watch First.pdf                |
|    | 01Teacher Directions Start Here.docx             |
|    | 01Teacher Directions Start Here.pdf              |
|    | 02MainTable of Cont and Standards Met.docx       |
|    | 02MainTable of Cont and Standards Met.pdf        |
| >  | 03Curriculum Standards                           |
| >  | 04Learning Targets                               |
| >  | 05Preview of P.E. Program                        |
|    | 06Be Sure to get FREE Updates.pdf                |
|    | 07HS Health Updates List for Previous Buyers.pdf |

| < > UNITS                                                                             |                                     |
|---------------------------------------------------------------------------------------|-------------------------------------|
| Name                                                                                  |                                     |
| >  | 01 Begin a Term Unit                |
| >  | 02 Self Esteem Unit                 |
| >  | 03 Nutrition Unit                   |
| >  | 04 Conflict Resolution Unit         |
| >  | 05 Mental Health Unit               |
| >  | 06 Cultural Diversity Unit          |
| >  | 07 Body Systems Unit                |
| >  | 08 Tobacco Unit                     |
| >  | 09 Sex Ed Unit                      |
| >  | 10 Environmental and Community Unit |





# NEW! Skills-Based Advocacy Project:



- ❖ I'm excited to add this skills-based "Self-Advocate for my Health" interactive activity as a connecting thread through this Health Curriculum!
- ❖ The [SHAPE National Health Standards](#) (that all lessons in my curriculums are aligned with) promote self-advocacy in "STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health."
- ❖ "Self-Advocacy" means your "ability to effectively communicate, convey, negotiate or assert (your) own interests, desires, needs and rights. People who self-advocate for healthy choices are more likely to thrive in school, work, and life."
- ❖ This activity can also be done online on Google Slides!
- ❖ Students will write 1 self-advocacy goal at the end of 12 different units. Prompts are provided!

-Why is it important not to give up? What is a situation where I have to keep trying harder?

# Program is Standards-Based:

## Day 1: Intro to Nutrition / Harvard Healthy Plate

[Return to Table of Contents](#)

State Standards

National  
Standards



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                         |                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WA State Standards Met:</b><br>Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS<br>Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS<br>Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS<br>Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS<br>Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS<br>Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS |                                                                         | <b>My State Standards Met:</b><br><br><div style="background-color: #90EE90; padding: 10px; text-align: center;"> <b>Fill in YOUR Standards</b> </div> |
| <b>National Standards Met:</b> 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3                                                                                                                                                                                                                                                                                                                                                                        |                                                                         |                                                                                                                                                        |
| <b>Common Core Standards Met: Reading 1 / Writing 4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                         |                                                                                                                                                        |
| <b>Materials Needed:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                         |                                                                                                                                                        |
| <b>PowerPoint</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | -Nutrition Day 1 to 7 PowerPoint<br><br>-Portion Sizes PowerPoint       | -See PowerPoint PDF in main folder and editable version is online at link<br>-See PowerPoint PDF in main folder PDF                                    |
| <b>Printed Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | -“How Healthy Are You Eating”                                           | -Print 1 for each student, or read off PowerPoint, or do online at link in turquoise below                                                             |
| <b>Learning Target</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Content:</b> I will learn to make healthier nutritional choices.     | <b>Behavioral:</b> I will set goals to make healthier choices                                                                                          |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | -Students are self-assessing with the “Are You Eating Healthy?” survey. |                                                                                                                                                        |



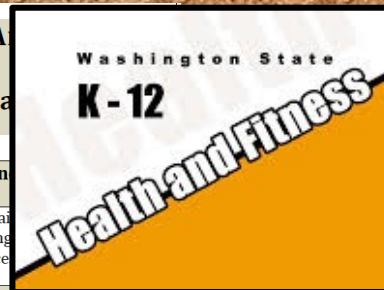
Common  
Core

# THE PROGRAM MEETS HEALTH STANDARDS:

Aligned to National, Common Core, and State Standards! Also aligned to New York and Texas TEKS!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards  
<https://learning.ccsso.org/common-core-state-standards-initiative>

|   | Writing Grades 9/10                                                                                                                                                                                                                                                                                                                                                                                       | ELA College and Career Anchor Standards for Writing                                                                          |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1 | Write arguments focused on discipline-specific content.                                                                                                                                                                                                                                                                                                                                                   | Write arguments to support claims with substantive topics or texts using relevant and sufficient evidence.                   |
| 2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.                                                                                                                                                                                                                                                            | Write informative/explanatory texts to convey complex ideas and accurately through the effective organization, and analysis. |
| 3 | Incorporate narrative elements effectively into informative/explanatory texts. Skills continue to grow in these areas that students be able to incorporate narrative accounts into texts. In history/social studies, or events of historical import. In science, students must be able to write of the step-by-step procedures experiments or technical work that others possibly reach the same results. | Write narratives to develop experiences or events using chosen details and well-structured.                                  |



Shape America National Health Education Standards

<https://www.shapeamerica.org/standards/health/?hkey=6e00dd03-1a27-4f65-9066-157ce6013356>

| Standard 1 | Students will comprehend concepts related to health promotion and disease prevention to enhance health.                  |
|------------|--------------------------------------------------------------------------------------------------------------------------|
| 1.12.1     | Predict how healthy behaviors can affect health status.                                                                  |
| 1.12.2     | Describe the interrelationships of emotional, intellectual, physical, and social health.                                 |
| 1.12.3     | Analyze how environment and personal health are interrelated.                                                            |
| 1.12.4     | Analyze how genetics and family history can impact personal health.                                                      |
| 1.12.5     | Propose ways to reduce or prevent injuries and health problems.                                                          |
| 1.12.6     | Analyze the relationship between access to health care and health status.                                                |
| 1.12.7     | Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.                          |
| 1.12.8     | Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.                         |
| 1.12.9     | Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.                                  |
| Standard 2 | Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. |
| 2.12.1     | Analyze how the family influences the health of individuals.                                                             |
| 2.12.2     | Analyze how the culture supports and challenges health beliefs, practices, and behaviors.                                |
| 2.12.3     | Analyze how peers influence healthy and unhealthy behaviors.                                                             |
| 2.12.4     | Evaluate how the school and community can affect personal health practice and behaviors.                                 |
| 2.12.5     | Evaluate the effect of media on personal and family health.                                                              |
| 2.12.6     | Evaluate the impact of technology on personal, family, and community health.                                             |
| 2.12.7     | Analyze how the perceptions of norms influence healthy and unhealthy behaviors.                                          |
| 2.12.8     | Analyze the influence of personal values and beliefs on individual health practices and behaviors.                       |
| 2.12.9     | Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.                  |
| 2.12.10    | Analyze how public health policies and government regulations can influence health promotion and disease prevention.     |



# THE PROGRAM MEETS EDUCATIONAL HEALTH STANDARDS

It meets **ALL 20** COMMON CORE STANDARDS for Health:



| Common Core State Standards for English Language Arts<br>& Literacy in History/Social Studies, Science,<br>and Technical Subjects   ELA College and Career Anchor Standards<br><a href="https://learning.ccsso.org/common-core-state-standards-initiative">https://learning.ccsso.org/common-core-state-standards-initiative</a> |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|   | Writing Grades 9/10                                     | ELA College and Career Anchor Standards<br>for Writing                                                    |
|---|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 1 | Write arguments focused on discipline-specific content. | Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reading Grades 9/10                                                                                                                                                                         | ELA College and Career Anchor Standards<br>for Reading                                                                                                                                              |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Write informative/explanatory narration of historical events, scientific experiments/ investigations, or technical procedures in which concepts, ideas, and issues are analyzed, gathered, relevant evidence is selected, and conclusions are drawn.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1<br>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.                                   | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| 3 | Incorporate narrative elements into arguments and informative/explanatory texts in which they use in their investigations or technical procedures. <i>Note: Students' narrative skills continue to develop in grades 9-10. The Standards require that students must be able to incorporate narrative elements effectively into informative/explanatory texts. In history/social studies, students must be able to incorporate their analyses of individuals or events into science and technical subjects, students must be able to provide precise enough descriptions of the subjects they use in their investigations or technical procedures so that they can replicate them and (possibly) replicate the results.</i> | 2<br>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                          |
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3<br>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.                                                      | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                                   |

| ELA College and Career Readiness Speaking and Listening Standards |                                                                                                                                                                                                          |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                                 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.               |
| 2                                                                 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                               |
| 3                                                                 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.                                                                                                                         |
| 4                                                                 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| 5                                                                 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.                                                                       |
| 6                                                                 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.                                                                    |

# It meets all 46 SHAPE America National Health Standards for High School Health

| <b>Shape America National Health Education Standards</b><br><a href="https://www.shapeamerica.org/standards/health/?hkey=6e00dd03-1a27-4f65-9066-157ce6013356">https://www.shapeamerica.org/standards/health/?hkey=6e00dd03-1a27-4f65-9066-157ce6013356</a> |                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Standard 1</u></b>                                                                                                                                                                                                                                    | <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>                  |
| 1.12.1                                                                                                                                                                                                                                                      | Predict how healthy behaviors can affect health status.                                                                         |
| 1.12.2                                                                                                                                                                                                                                                      | Describe the interrelationships of emotional, intellectual, physical, and social health.                                        |
| 1.12.3                                                                                                                                                                                                                                                      | Analyze how environment and personal health are interrelated.                                                                   |
| 1.12.4                                                                                                                                                                                                                                                      | Analyze how genetics and family history can impact personal health.                                                             |
| 1.12.5                                                                                                                                                                                                                                                      | Propose ways to reduce or prevent injuries and health problems.                                                                 |
| 1.12.6                                                                                                                                                                                                                                                      | Analyze the relationship between access to health care and health status.                                                       |
| 1.12.7                                                                                                                                                                                                                                                      | Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.                                 |
| 1.12.8                                                                                                                                                                                                                                                      | Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.                                |
| 1.12.9                                                                                                                                                                                                                                                      | Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.                                         |
| <b><u>Standard 2</u></b>                                                                                                                                                                                                                                    | <b>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b> |
| 2.12.1                                                                                                                                                                                                                                                      | Analyze how the family influences the health of individuals.                                                                    |
| 2.12.2                                                                                                                                                                                                                                                      | Analyze how the culture supports and challenges health beliefs, practices, and behaviors.                                       |
| 2.12.3                                                                                                                                                                                                                                                      | Analyze how peers influence healthy and unhealthy behaviors.                                                                    |
| 2.12.4                                                                                                                                                                                                                                                      | Evaluate how the school and community can affect personal health practice and behaviors.                                        |
| 2.12.5                                                                                                                                                                                                                                                      | Evaluate the effect of media on personal and family health.                                                                     |
| 2.12.6                                                                                                                                                                                                                                                      | Evaluate the impact of technology on personal, family, and community health.                                                    |
| 2.12.7                                                                                                                                                                                                                                                      | Analyze how the perceptions of norms influence healthy and unhealthy behaviors.                                                 |
| 2.12.8                                                                                                                                                                                                                                                      | Analyze the influence of personal value                                                                                         |
| 2.12.9                                                                                                                                                                                                                                                      | Analyze how some health risk behavior behaviors.                                                                                |
| 2.12.10                                                                                                                                                                                                                                                     | Analyze how public health policies and and disease prevention.                                                                  |





# It also meets all 15 of the C.D.C.'s “Characteristics of an Effective Health Education Curriculum”

(Centers for Disease Control and Prevention)

## Healthy Schools

### CDC Healthy Schools

About CDC Healthy Schools +

School Nutrition +

Childhood Obesity Prevention +

Physical Education and Physical Activity +

Out of School Time

Sleep and Health

School Health Services +

Chronic Conditions +

Local School Wellness Policy

Whole School, Whole Community, Whole Child (WSCC) +

Virtual Healthy School +

Tools & Resources +

[CDC](#) > [CDC Healthy Schools](#)

## Characteristics of an Effective Health Education Curriculum



Today's state-of-the-art health education curricula reflect the growing body of research that emphasizes

- Teaching functional health information (essential knowledge)
- Shaping personal values and beliefs that support healthy behaviors
- Shaping group norms that value a healthy lifestyle
- Developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

Less effective curricula often overemphasize teaching scientific facts and increasing student knowledge.

An effective health education curriculum has the following characteristics, according to reviews of effective programs and curricula and experts in the field of health education:<sup>1-14</sup>

[Expand All](#) +

[Collapse All](#) -

Focuses on clear health goals and related behavioral outcomes. +

Is research-based and theory-driven. +

# News Worthy Lessons!



## HEALTH ED

**AMAZING LESSONS**  
*as seen in this most popular Health magazine*

**SUCCESS IN 2023**

**SUCCESS TIPS**

**LESSONS**

**TOP 10 HEALTH LESSONS**

**BY ME MAGAZINE**

**#1 BEST-SELLER ON TEACHERSPAYTEACHERS**

*For curriculum advertisement only  
Photo by pexels.com*

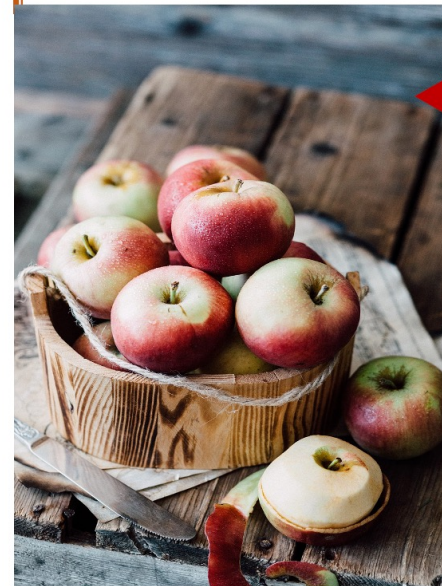
<https://www.teacherspayteachers.com/Store/Mrs-Ss-Health-And-Pe-Resources>



## The 2023 **Best** of Health Island, WA

**No one**

**knows Nutrition** like buyers of Health Education Today's "Nutrition Unit!" That's why for the past 10 years, we've relied on the reviews of Health teachers to recommend lessons.



## Best Lessons Reviews

*"This is a lifesaver unit!"*

*"This is any teacher's DREAM!! Everything you could ever want from an experienced teacher! AMAZING!!"*

# **What is Included in this Program:**

**1**

**Student worksheets, PowerPoints and more are on on GOOGLE DRIVE**

**2**

**10 units with step-by- step teacher directions**

**3**

**PowerPoints to walk you through the lessons**

**4**

**Empowering lessons, projects, videos, articles, assessments, and more!**

# **What is Included in this Program:**

**1**

**Student worksheets,  
PowerPoints and  
more are on on  
GOOGLE DRIVE**





# 1

# Student worksheets, PowerPoints and more are on on GOOGLE DRIVE

On  
GOOGLE  
DOCS!



## Here is a “Glimpse” of the 18 Units Online!

# Begin a Term / End a Term Units

## PowerPoints, and

## Student Docs on Google Drive!

**On  
GOOGLE  
DOCS!**

Questions Responses points: 13

### I AM

"What's Your Learning Style?" Survey  
Form description

Im...



1. When you study

- ☐ a. Read notes and look at illustrations
- ☐ b. Have someone ask you questions
- ☐ c. Write things out on flash cards or take...

Im...



2. Which of these are you

- ☐ a. Daydream or see things that go with t...
- ☐ b. Hum or sing along
- ☐ c. Move with the music - tap your foot o...

Im...



3. When you work to

- ☐ a. Make a check off list
- ☐ b. Talk to friends or experts to help you s...
- ☐ c. Walk through all the steps in your mind

### Begin a Year Unit

3 Weeks  
Grades 6-12

**On GOOGLE DRIVE!**

Organization: Class set up, posters, "Learning Targets," "Art Project Rubric," class syllabus, PowerPoint templates, discipline ideas, FUN lessons, teacher evaluations, "Learning Style Survey," "Personality Survey," ice-breakers, motivating videos, and more...

Health Education Today

NAME:  Per:  Date:

### HEALTH FINAL TEST REVIEW

- Know the signs of someone who might be suicidal.
- How long must a person be depressed to be diagnosed with "Clinical Depression" ?
- What are three healthful ways to relieve stress?
- What are traits of someone who is assertive (not passive and not aggressive)?
- What are things you can do to avoid alcohol?
- Know how to make an "I" statement.
- What are characteristics of a healthy relationship?
- Why might a teen with a learning disability have trouble in school?
- How can you help a friend who is having trouble in school?
- What does the saying "G..."
- What is the term for the...?
- What does it mean when...?
- What is "Amotivational"?
- What are 3 dangers of al...
- What is "alcohol poisoni...
- Why are smoking cigare...

### Standards-Based Lessons!



### Class Rules:

**No talking during class when someone else is**

**No mean, rude, or inappropriate comments**

**"This is going to be the best class ever!"**

Name:   
What's Your Learning Style?

Choose the best answer that comes to mind, then (circle the letter!)

1. When you study for a test, would you rather
  - a. read notes and look at illustrations
  - b. have someone ask you questions
  - c. write things out on flash cards or take...



Health Education Today

**A Quiz About**  
**Mrs./Mr. .... :)**

**# 1 - 13**



# 4-Week Nutrition Unit

## Student Docs now on Google Docs!

On  
GOOGLE  
DOCS!

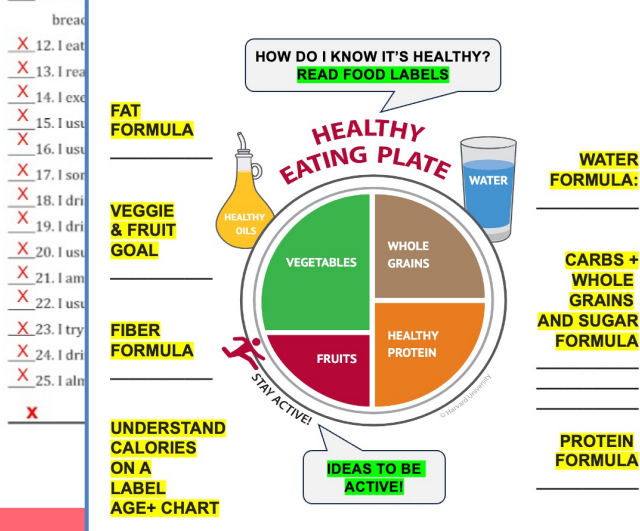
### How Healthy Are You Eating?

To find out, take this True/ False quiz: (if it's more than 50% true, say "True")



Name: ☒ Date: ☒

- ☒ 1. I eat red meats (hamburger/steak/ham/pork) 3 times a week or less.
- ☒ 2. I limit my fast food meals to one per week or less.
- ☒ 3. I drink less than 24 ounces of pop per day.
- ☒ 4. I eat 7 or less eggs per week.
- ☒ 5. I sometimes have days where I don't eat meat.
- ☒ 6. I bake or broil or BBQ my meats rather than fry them (if you don't eat meat, say True)
- ☒ 7. I usually have at least one serving (1/2 cup) of fruit or fruit juice per day.
- ☒ 8. I have at least one serving (1/2 cup) of vegetables per day.
- ☒ 9. I limit my sweets to 75 calories per day or less (including sugar in pop!)
- ☒ 10. I steam my vegetables rather than frying them in fat or butter and I don't add butter!
- ☒ 11. I usually have between 600 and 800 calories a day (4 servings is 1 day of bread)



Questions Responses

### "How Healthy Are You Eating?" Survey

Score each item according to the scale below. There are no right or wrong answers!

1. I eat red meats (hamburger/steak/ham/pork) 3 times a week or less.

☐ True

☐ False

Name: ☒ Per.: ☒ Date: ☒

"Food Label Scramble"

Look at the product pictures on the PowerPoint and circle "Yes" or "No" if you believe the product is HEALTHY (less than 35% Fat AND less than 35% Sugar.) Next, use the real labels to figure what % Fat and Sugar the products are and write it in the correct column.

| Product:                                    | Is it HEALTHY?                          | % Fat:                                | % Sugar:                              | Was it HEALTHY? |
|---------------------------------------------|-----------------------------------------|---------------------------------------|---------------------------------------|-----------------|
| Protein Products:                           |                                         |                                       |                                       |                 |
| 1. McDonald's Cheeseburger                  | Yes or No                               | <input checked="" type="checkbox"/> % | <input checked="" type="checkbox"/> % | Yes or No       |
| 2. K.F.C. Popcorn Chicken                   | Yes or No                               | <input checked="" type="checkbox"/> % | %                                     | Yes or No       |
| 3. Grilled Chicken Breast                   | Yes or No                               | <input checked="" type="checkbox"/> % | <input checked="" type="checkbox"/> % | Yes or No       |
| Grain Products                              |                                         |                                       |                                       |                 |
| 4. Banana Nut Jumbo Muffin - 1/3 muff.      | Yes or No                               | <input checked="" type="checkbox"/> % | %                                     | Yes or No       |
| 5. Cap'n Crunch Cereal (1 cup without milk) | Yes or No                               | <input checked="" type="checkbox"/> % | <input checked="" type="checkbox"/> % | Yes or No       |
| 6. Cheerios Cereal (1 cup without milk)     | Yes or No                               | <input checked="" type="checkbox"/> % | %                                     | Yes or No       |
| Dairy Products                              |                                         |                                       |                                       |                 |
| 7. Jack in the Box 16 oz. Oreo Cookie Shake | Yes or No                               | <input checked="" type="checkbox"/> % | %                                     | Yes or No       |
| 8. D.Q. Banana Split                        | Yes or No                               | <input checked="" type="checkbox"/> % | <input checked="" type="checkbox"/> % | Yes or No       |
| 9. Ben & Jerry's Frozen Cherry Yogurt       | Yes or No                               | <input checked="" type="checkbox"/> % | %                                     | Yes or No       |
| Fruits and Vegetables                       |                                         |                                       |                                       |                 |
| 10. A Banana                                | Yes or No                               | <input checked="" type="checkbox"/> % | %                                     | Yes or No       |
| 11. 1 Slice Veggie Pizza                    | Yes or No                               | <input checked="" type="checkbox"/> % | <input checked="" type="checkbox"/> % | Yes or No       |
| 12. 1 Slice Pepperoni and Sausage Pizza     | Yes or No                               | <input checked="" type="checkbox"/> % | %                                     | Yes or No       |
| Fat and Sugar Products                      |                                         |                                       |                                       |                 |
| 13. Flamin' Hot Cheetos                     | Yes or No                               | <input checked="" type="checkbox"/> % | <input checked="" type="checkbox"/> % | Yes or No       |
| 14. Tropical Skittles                       | Yes or No                               | <input checked="" type="checkbox"/> % | <input checked="" type="checkbox"/> % | Yes or No       |
| 15. 1 Oats and Honey Crunchy Granola Bar    | Yes or No                               | <input checked="" type="checkbox"/> % | <input checked="" type="checkbox"/> % | Yes or No       |
| Total # you guessed correctly:              | <input checked="" type="checkbox"/> /15 |                                       |                                       |                 |

Questions Responses Total points: 40



### Nutrition Unit Assessment

Form description

Name: \*

Short answer text

Date: \*

Short answer text

Class Period: \*

Short answer text

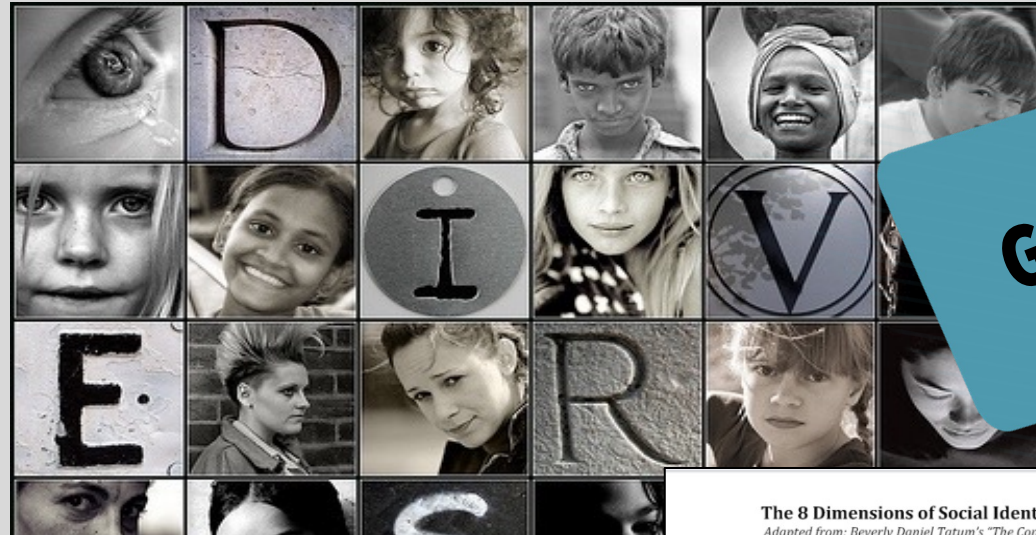
Multiple Choice

Description (optional)

100 Google Slides + 4 Google Forms

# Cultural Diversity

## PowerPoints, and Student Docs on Google Drive!



On  
GOOGLE  
DOCS!

## Say Our Names Project:

Stunning mural of George Floyd provides...



Before arriving Thursday morning, Goldman already had an idea of the larger-than-life portrait of Floyd she wanted to emblazon on the wall.

Likewise, Herrera had a concept for the background that he felt would honor Floyd for the person he was. It featured his full name displayed prominently across the wall, the portrait resting in between, and in the backdrop, a sunflower with the names of other individuals who have been killed by police over the years.

"His name needed to be bold and needed to be big and needed to be bright," Herrera said. "To remind people that George Floyd was a human being full of life. He was a light to his family and his friends and his community. That needed to stand out..." "I wanted to show the collective voice we have as a community," Herrera said. "They have their hands up in a fist showing that we are a community of power."

### The 8 Dimensions of Social Identity in the U.S.

Adapted from: Beverly Daniel Tatum's "The Complexity of Identity: 'Who Am I?' and Sustained Dialogue Campus Network"  
<http://www.whitingsocialconference.com/resources/05-The-Complexity-of-Identity-Beverly-Tatum.pdf>

Everyone is a mix of both dominant and subordinate identities that shift depending on the circumstance. A person's particular mix of dominant and subordinate identities will affect his/her experience of privilege and oppression. *Note:* There are other important categories besides the ones below that shape our identities in addition to the list below such as: language, body type, education, family, and citizenship. (Adapted from Diane J Goodman, Ed.D.)



| Name:             | DOMINANT:                                                            | SUBORDINATE /TARGETED:                                                                                                                              |
|-------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| X                 | -Feeling "normal," has a sense of superiority or entitlement         | -Feeling inferior due to societal messages about normalcy                                                                                           |
| Period: X         | -Receiving social privileges, often without being aware of privilege | -Feeling hyper-visible or invisible                                                                                                                 |
| Date: X           | -Being unaware of depth of oppression faced by other groups          | -Using coping mechanisms, such as trying to "fit in"                                                                                                |
| Sometimes         | Young and middle aged adults                                         | Elderly people, teenagers or children                                                                                                               |
| Characterized By: | White                                                                | Black, brown, Latino, Asian, Pacific Islander, Indigenous, Middle Eastern, Multi-racial...                                                          |
| X                 | Those of primarily European descent                                  | Those living in the U.S. whose ancestry primarily descend from places outside of Europe, and Jewish people from varied ancestral and nation origins |



# Human Body Systems

## Teacher Directions, PowerPoints, and Student Docs on Google Drive

On  
GOOGLE  
DOCS!



### Body Systems Safari:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

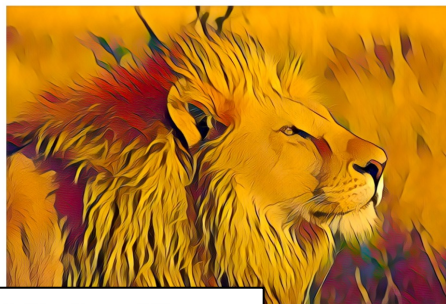
Imagine you are on an African safari. You spend your days waking up to the sounds of the African bush, taking exciting game drives over the Serengeti to spot the **Big 5 (the lion, leopard, rhinoceros, elephant, and buffalo)** and end with a relaxing dinner under the starry night skies.

**Directions:** Using any information you may have learned in class about the body systems, and in Google searching the questions below, complete this "Body Systems Safari." Take a journey to find the best ways to protect and take care of your

"Big 5 Body Systems" (Circulatory, Respiratory, Digestive, Muscular, and Integumentary (Skin)).

### Circulatory System:

You're on the tundra, the sun is setting and you hear a roar. A lion's roar is arguably the world's most iconic animal sound. Roars can be heard from over several kilometers away when conditions are right. The sound is deafening and awe inspiring when heard from nearby. There is an instant adrenaline rush and a feeling of vulnerability when hearing lions roaring at night, especially if you are in a tent!



-List 3 things that humans need to do to keep this system

- 1) X
- 2) X
- 3) X

### 2. Human Heart

-How does this system work?

### Body System Research

Form description

Name: \*  
Short answer text

Date: \*  
Short answer text

Class Period: \*  
Short answer text

TRY  
ME!



### Non-Communicable Diseases Card Game Worksheet

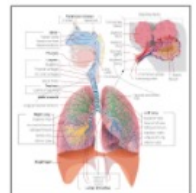
Form description

Name: \*  
Short answer text

Date: \*  
Short answer text

Class Period: \*  
Short answer text

What all the air sacs in the lungs of an adult cover?



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84 Google Slides + 4 Google Forms

# Sex Ed.

## PowerPoints, and Student Docs on Google Drive!

On  
GOOGLE  
DOCS!

### Day 14: Healthy vs- Unhealthy Relationships

[Return to Table of Contents](#)

#### WA State Standards Met:

Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS  
Assess personal risk factors and predict future health status. H2.W2.HSb  
Use a decision-making model to make a sexual health-related decision. H5.Se4.HS  
Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb  
Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5HS.  
Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS

#### My State Standards Met:

**National Standards Met:** 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3

**Common Core Standards Met:** Reading 2, 3, 7 / Writing 7, 9

#### Materials Needed:

|                          |                                                          |                                                                                                                           |
|--------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>PowerPoint</b>        | -Sex Ed. PowerPoint                                      | -See "PowerPoints" Folder                                                                                                 |
| <b>Packet</b>            | -Sex Ed. Packet                                          | -They should have this from Day 1                                                                                         |
| <b>Printed Materials</b> | "Healthy Relationships: What do they look like Homework" | -Print 1 for each student<br>-Print 1 worksheet for each pair of students, then see below for class sets of answer sheets |
|                          | "Sexuality Test Review Sheet."                           | -Print 1 for each student                                                                                                 |

#### Optional:

|                        |                                                                                                                                                                                                                                                                                            |                                                                                  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Video</b>           | Various PSAs                                                                                                                                                                                                                                                                               |                                                                                  |
| <b>Learning Target</b> | <b>Content:</b><br>I will recognize the difference between healthy and unhealthy/abusive relationships.                                                                                                                                                                                    | <b>Behavioral:</b> I will try to get out of any unhealthy/abusive relationships. |
| <b>Exit Task</b>       | -Fill out "Success Criteria Sheet."<br>-Play another "Domestic Violence PSA video."<br>-Hand out the "Sexuality Test Review Sheet."<br>-Ask each student their best learning style and how they will use that style to study tonight! (If it's "Hands On," ask what their second best is!) |                                                                                  |
| <b>Assessment</b>      | -Healthy Relationships: What do they look like Homework" will be turned in and graded.<br>-Healthy Versus Unhealthy Activity" will be turned in and graded.                                                                                                                                |                                                                                  |

1. **HOW TO HAVE A HEALTHY RELATIONSHIP:** Title slide.
2. **PAIR SHARE:** Have students turn to a partner and discuss the question on the slide.
3. **NEXT 3 SLIDES on TRAITS OF HEALTHY RELATIONSHIPS:** Go over the traits they should be looking for in friends and dating relationships.

#### AIDS QUIZ:

Score: X

NAME: X

+4 1. What does "A.I.D.S." stand for?

A X  
I X

X + X Per: \_\_\_\_\_

Relationships - Copyright © The Best Health Curriculum 2012

#### Healthy Relationships

|     |              |              |
|-----|--------------|--------------|
| 7.  | <u>X</u> 13. | <u>X</u> 19. |
| 8.  | <u>X</u> 14. | <u>X</u> 20. |
| 9.  | <u>X</u> 15. | <u>X</u> 21. |
| 10. | <u>X</u> 16. | <u>X</u> 22. |
| 11. | <u>X</u> 17. | <u>X</u> 23. |
| 12. | <u>X</u> 18. |              |



Put answers for **BOX 1**

ating Jim for 6 months. Her friends and family have been telling her that it, but she isn't sure they are right. List 5 warning signs that Becky could be being abusive in their relationship.

4. X  
5. X

being several of the warning signs in Jim's behavior, but she still decides you can think of 5 reasons that people will choose to stay in an abusive

4. X  
5. X

Put answers for **BOX 2**

or False (F) for the statements regarding DOMESTIC VIOLENCE from the to guess the blanks)

**Part 2**  
Don't get in the X of a fight.  
Call a counselor on a domestic violence X if you witness violence.  
Make a "safety plan" to protect X and your X.  
Now this it is never your X to protect.  
Try not to X the person who is being abused.  
Get help dealing with your X.  
Make healthy choices about your own X.  
Answer key to check your work.

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Puberty



# Conflict Resolution

## PowerPoints, and Student Docs on Google Drive!

### CONFLICT RESOLUTION - SO QUIC

(Don't be so quick to jump to conclusions)

**S - stay calm:** breath, count, relax, think of a peaceful place, *reminder statements...*

**O - outcome:** what outcome do I want? Think through the consequences.  
DON'T GIVE UP MY POWER TO SOMEONE ELSE

**Q - question:** question to clarify their issues/concerns

**U - understand:** their point of view (put myself in their shoes)

**I - "I" statement:** say how I feel in a kind way



The most  
*important*  
things in life  
aren't things



On  
GOOGLE  
DOCS!



#### SO QUIC Conflict Resolution Model

Form description

Name: \*

Short answer text

Date: \*

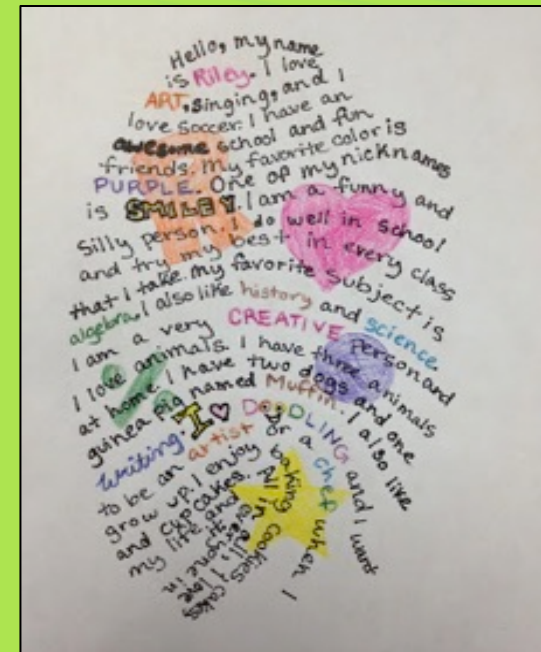
Short answer text

Class Period: \*

Short answer text



# On GOOGLE DOCS!





# Student Docs on Google Drive!

**On  
GOOGLE  
DOCS!**

## Health Education Today

## Health Education Today

# Environmental / Community Health PowerPoints, and Student Docs on Google Drive!

On  
GOOGLE  
DOCS!

**Environmental Problems: What Can Be Done?**



**Day 1**



**Environmental Problems: What Can Be Done?¹**

- Our planet is in peril at the brink of a severe environmental crisis. Current environmental problems make us vulnerable to disasters and tragedies, now and in the future. We are in a state of planetary emergency, with environmental problems piling up high around us. Unless we address the numerous issues proactively and seriously we are surely doomed for disaster. Current environmental problems require urgent attention.

**Environmental Problems: What Can Be Done?¹**

- Our planet is in peril at the brink of a severe environmental crisis. Current environmental problems make us vulnerable to disasters and tragedies, now and in the future. We are in a state of planetary emergency, with environmental problems piling up high around us. Unless we address the numerous issues proactively and seriously we are surely doomed for disaster. Current environmental problems require urgent attention.

**Video:**



The United States Environmental Protection Agency Regulations for 8 Topics:



Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

<http://www.epa.gov/regulatory-information-topic>  
<http://www.dker.com/disart-circle-of-hands.html>

**Regulatory Information By Topic**

|                             |                             |
|-----------------------------|-----------------------------|
| <b>Air</b>                  | <b>Water</b>                |
| <b>Cross-cutting Issues</b> | <b>Emergency Management</b> |
| <b>Pesticides</b>           | <b>Waste</b>                |
| <b>Land &amp; Cleanup</b>   | <b>Toxic Substances</b>     |

**PROTECTING OUR PLANET STARTS WITH YOU**

|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>BIKE MORE DRIVE LESS</b></p>  <p><b>EDUCATE</b></p> <p>When you further your own education, you can help others understand the importance and value of our natural resources.</p> <p><b>Volunteer!</b></p> <p>Volunteer for cleanups in your community. You can get involved in protecting your watershed too!</p> | <p><b>reduce REUSE recycle</b></p> <p>Cut down on what you throw away. Follow the three "R's" to conserve natural resources and landfill space.</p> <p><b>choose sustainable seafood</b></p> <p>Learn how to make smart seafood choices at <a href="http://www.FishWatch.gov">www.FishWatch.gov</a>.</p> <p><b>CONSERVE WATER</b></p> <p>The less water you use, the less runoff and wastewater that eventually end up in the ocean.</p> <p><b>Long-lasting light bulbs ARE A BRIGHT IDEA</b></p> <p>Energy efficient light bulbs reduce greenhouse gas emissions. Also flip the light switch off when you leave the room!</p> | <p>Trees provide food and oxygen. They help save energy, clean the air, and help combat climate change.</p> <p><b>PLANT A TREE</b></p> <p><b>Don't send chemicals into our waterways.</b></p> <p>Choose nontoxic chemicals in the home and office.</p> <p><b>-SHOP- WISELY</b></p> <p>Buy less plastic and bring a reusable shopping bag.</p> <p><b>oceanservice.noaa.gov</b></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Protecting our planet starts with you. Here are just a few of the things you can do.



# Tobacco Units

## PowerPoints, and Student Docs on Google Drive!



### Anti-Tobacco Song/Poem Grading Rubric:

Names: X

X -1 pts - confident, eye contact

X -1 pts - loud voices

X -1 pts -prepared and well-rehearsed

X -1 pts - everyone in group participates

X -1 pts - creative

X -1 pts - facts from your/body system

X -1 pts -turn in written

X -1 pts - at least 12 lines

X out of

X Extra

X



Questions Responses Settings Total points: 9

**Tobacco Unit Assessment**

Form description

Name: \*

Short answer text

Date: \*

Short answer text





# Engaging Escape Room!



On  
**GOOGLE  
FORMS!**

**Addiction**

# **What is Included in this Program:**

**2**

**THERE ARE  
10 units  
with step-by- step  
teacher directions**



# 2

## Easy to Navigate “Table of Contents”

| Links to each lesson document! | Daily Lesson Topics                                                                                                                                                                                                 | Weekly Homework                                                 | Common Core Standards | National Standards                                                                                                                                                                                                                                                              | WA State Standards                                                               | Fill in Your State Standards |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------|
| Nutrition-Day 8                | <a href="#">-Media Literacy: Grocery Store Savvy and product manipulation</a><br><a href="#">-“How to Read a Food Label Activity”</a><br><a href="#">-Optional “Interactive Food Label”</a>                         | <b>HOMEWORK</b><br><b>Grocery Store Scavenger Hunt Homework</b> | R 3<br>R 4<br>R 9     | 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3 | H1.W1.HS<br>H1.N1.HS<br>H5.N3.HS<br>H3.N3.HS<br>H7.N4.HS<br>H3.N1.HS<br>H8.N1.HS |                              |
| Nutrition-Day 9                | <a href="#">-“Food Label Reading”</a><br><b>CHOICE OF:</b><br><a href="#">-“Food Label Scavenger Hunt”</a><br><a href="#">and/or</a><br><a href="#">-“Food Label Scramble”</a><br><a href="#">(MyPlate Version)</a> |                                                                 | R 3<br>R 4<br>W 4     | 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3 | H1.W1.HS<br>H1.N1.HS<br>H5.N3.HS<br>H3.N3.HS<br>H7.N4.HS<br>H3.N1.HS             |                              |



# Standards are at the Beginning of Each Lesson

## **Day 1:** Intro to Nutrition / Harvard Healthy Plate

[Return to Table of Contents](#)

**Washington  
State  
Standards**

**Common  
Core  
Standards**

**Content  
Learning  
Target**

**Optional:  
Lesson  
Assessment**

### **WA State Standards Met:**

Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS  
Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS  
Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS  
Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS  
Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS  
Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS

### **My State Standards Met:**

**National Standards Met:** 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3

**Common Core Standards Met: Reading 1 / Writing 4**

### **Materials Needed:**

|                          |                                                               |                                                                                                                     |
|--------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>PowerPoint</b>        | -Nutrition Day 1 to 7 PowerPoint<br>-Portion Sizes PowerPoint | -See PowerPoint PDF in main folder and editable version is online at link<br>-See PowerPoint PDF in main folder PDF |
| <b>Printed Materials</b> | -“How Healthy Are You Eating”                                 | -Print 1 for each student, or read off PowerPoint, or do online at link in turquoise below                          |

### **Learning Target**

**Content:** I will learn to make healthier nutritional choices.

**Behavioral:** I will set goals to make healthier choices

### **Assessment**

-Students are self-assessing with the “Are You Eating Healthy?” survey.

**Your  
Own State  
Standards**

**National  
Health  
Standards**

**Materials  
Needed**

**Behavioral  
Learning  
Target**

**Optional:  
Exit Task**

# 2

## Step-by-step teacher directions:

### Day 6: Grocery Store Savvy and Food Label Reading

[Return to Table of Contents](#)

#### WA State Standards Met:

Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS  
Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS  
Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS  
Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS  
Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS  
Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS  
Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS

#### My State Standards Met:

**National Standards Met:** 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3

**Common Core Standards Met:** Reading 3, 4 / Writing 9

#### Materials Needed:

|                          |                                                                                                                                                        |                              |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>PowerPoint</b>        | -Nutrition Day 1 – 6 PowerPoint                                                                                                                        | -See PowerPoints Folder      |
| <b>Packet</b>            | -“Nutrition Packet”                                                                                                                                    | -They should have from Day 1 |
| <b>Printed Materials</b> | -“Food Label Worksheet”                                                                                                                                | -Print 1 for each student    |
|                          | <b>Optional:</b> “Grocery Store Scavenger Hunt Homework”                                                                                               | -Print 1 for each student    |
| <b>Other Materials</b>   | -Calculators<br>-Optional: Real product packaging to show<br>-Real product labels for students to read<br>-All materials for Fast Food Posters if time | -See red message just below! |

#### Optional:

|                        |                                                                                                                                       |                                                              |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Learning Target</b> | <b>Content:</b> I will learn how to read food labels.                                                                                 | <b>Behavioral:</b> I will take the time to read food labels. |
| <b>Exit Task</b>       | -Fill out “Success Criteria Sheet.”<br>-Allow students to each bring in 10 empty containers/wrappers for extra credit (1 point each). |                                                              |
| <b>Assessment</b>      | Food Label Worksheet” will be turned in and graded.<br>“Grocery Store Scavenger Hunt” can be turned in and graded.                    |                                                              |

### Today’s Notes:

-Before this lesson: You will want to collect a box full of empty wrappers and containers. I’ve asked students to bring in wrappers from lunch and/or given extra points (1 for each wrapper) to get a box full together.

\_\_\_\_\_  
Date: \_\_\_\_\_

Score: \_\_\_\_/32

#### Grocery Store Scavenger Hunt

your favorite candy bar. Write the following:

\_\_\_\_\_  
Calories: \_\_\_\_\_ Fat: \_\_\_\_\_ Sugar grams: \_\_\_\_\_

find another candy you still like, but one that has less calories or fat, list this “healthier” candy: (remember, it’s all about choices!)

\_\_\_\_\_  
Calories: \_\_\_\_\_ Fat: \_\_\_\_\_ Sugar grams: \_\_\_\_\_

the yogurt section. List 3 different kinds of yogurts:

\_\_\_\_\_  
Serv. size: \_\_\_\_\_ Calories: \_\_\_\_\_ Fat: \_\_\_\_\_ Sugar grams: \_\_\_\_\_

\_\_\_\_\_  
Serv. size: \_\_\_\_\_ Calories: \_\_\_\_\_ Fat: \_\_\_\_\_ Sugar grams: \_\_\_\_\_

\_\_\_\_\_  
Serv. size: \_\_\_\_\_ Calories: \_\_\_\_\_ Fat: \_\_\_\_\_ Sugar grams: \_\_\_\_\_

frozen pizza section. Compare 3 brands of frozen pizzas:

\_\_\_\_\_  
Serv. size: \_\_\_\_\_ Calories: \_\_\_\_\_ Fat: \_\_\_\_\_ Sodium: \_\_\_\_\_

\_\_\_\_\_  
Serv. size: \_\_\_\_\_ Calories: \_\_\_\_\_ Fat: \_\_\_\_\_ Sodium: \_\_\_\_\_

\_\_\_\_\_  
Serv. size: \_\_\_\_\_ Calories: \_\_\_\_\_ Fat: \_\_\_\_\_ Sodium: \_\_\_\_\_

the cereal aisle. Look through the whole aisle to find these:

real brand that’s **highest** in fat: \_\_\_\_\_ Serv. size: \_\_\_\_\_ Total Fat: \_\_\_\_\_

real that’s **low** in fat: \_\_\_\_\_ Serv. size: \_\_\_\_\_ Total Fat: \_\_\_\_\_

real brand that’s the **highest** in sugar: \_\_\_\_\_ Serv. size: \_\_\_\_\_ Total Sugar: \_\_\_\_\_

real that’s **lowest** in sugar: \_\_\_\_\_ Serv. size: \_\_\_\_\_ Total Sugar: \_\_\_\_\_

the ice-cream section. Look through the whole section and find these: (you can frozen yogurt, but not ice-milk!)

ice-cream brand that’s the **highest** in fat: \_\_\_\_\_ Serv. size: \_\_\_\_\_ Total Fat: \_\_\_\_\_

ice-cream **lowest** in fat: \_\_\_\_\_ Serv. size: \_\_\_\_\_ Total Fat: \_\_\_\_\_



# LESSON EXAMPLE:

## Day 7: Self-Esteem and "Positive Self-Talk"

[return to table of contents](#)

### WA State Standards Met:

Analyze personal dimensions of health and de-  
balance health. H1.W1.HS  
Demonstrate strategies to prevent, manage, o  
interpersonal conflicts without harming self  
H4.W5.HS  
Demonstrate effective communication skills  
emotions. H4.S04.HS  
Assess self-esteem and determine its impact  
dimensions of health. H1.S01.HS  
Evaluate societal influences on violence. H2  
Analyze strategies to prevent and respond t  
harassment, intimidation, and bullying. H1.  
Compare and contrast the influence of fami  
media, technology, and other factors on ha  
intimidation, and bullying. H2.S05.HS

**National Standards Met:** .12.1, 1.12.2, 1.12

4.12.4, 5.12.2, 6.12.1, 7.12.2, 8.12.1, 8.12

**Common Core Standards Met: Reading:**

### Materials Needed:

|                          |                   |
|--------------------------|-------------------|
| <b>PowerPoint</b>        | -Empathy Powe     |
| <b>Packet</b>            | -"Empathy/Viol    |
| <b>Printed Materials</b> | -"Self-Esteem S   |
|                          | -"Positive Self-T |
|                          | -"AIM Sheet wi    |
| <b>Other Materials</b>   | All materials fo  |
|                          | paper, markers    |
|                          | glue and maga     |

### Optional:

|                        |                 |
|------------------------|-----------------|
| <b>Video</b>           | "To This Day"   |
| <b>Learning Target</b> | Content: I will |
|                        | esteem.         |

|                  |                                                         |
|------------------|---------------------------------------------------------|
| <b>Exit Task</b> | -Fill out "Success Criteria Sheet."                     |
|                  | -Tell someone one thing you like about your personality |

|                   |                                                          |
|-------------------|----------------------------------------------------------|
| <b>Assessment</b> | -Students are self-assessing with the "Self-Esteem Surve |
|                   | -The "Positive Self-Talk Worksheet" will be turned in an |

1. **TITLE SLIDE and POSITIVE WORDS-ONE PERSON CAN MAKE A DIFFER**  
you want, here is a great example of how just a small show of empathy can  
difference. Read aloud to your students graduation true story below. Th

story to show here on People Magazine's website about a girl who was so excited to be nominated  
for her high school's homecoming court, only to find out it was done as a prank!

2. **WHITNEY and QUEEN CREEK:** Tell your students about these cool stories, or read them from the text below. Again, one person can make a difference. The Queen Creek story has a great short video you can show.

Discuss this idea and if you have some real life stories, share them. Although Whitney could have quit, she decided not to and the town and people rallied around her. It's a great example of how we have to believe in ourselves and think positively about ourselves before others can think the same about us! (I cut and pasted the article below.)

Whitney Kroop Bullied  
Michigan Teen

<http://www.people.com/people/article/0,2>

Queen Creek football players stand up for bull  
Scroll down for video! (3 min.) (See below for  
Article: [http://www.buffingtonpost.com/2013/papers\\_n\\_2039212.html](http://www.buffingtonpost.com/2013/papers_n_2039212.html))

If the video from this website doesn't work, the  
<https://www.youtube.com/watch?v=fDrCIEA5>

3. **JUST BECAUSE SOMEONE IS:** We will cover bu  
how self-esteem is so important and not to let o  
giving them power of your emotions!!

4. **LIFE IS FULL OF EVENTS and SELF ESTEEM EP**  
you can control your response-keep your dignity.  
is your self-esteem?  
**Take "Self-Esteem Survey"** 18 and 19 (see below and  
"Documents to Print" Folder)

### Best Practices: Research

#### Best Practices

This article really delves into the mind of a bully!

Until recently, a bully was just a bully. But researchers are turning up differences among them that provide strong clues as to how the behavior takes shape. There seem to be two distinct types of bully, distinguished by how often they themselves are bullied.

"I sta  
found  
childr  
year-o  
But he  
pretty  
Terribl  
<https://a>  
bully

I don't do this one outloud, I just let students read and take it and file it in their file folders. Have students ring these into their file folders.

5. **ARE WE BORN WITH and WE'RE NOT BORN WITH and WHO SHAPES IT?** and  
Are we born with self-esteem? No, so you can change it. (1<sup>st</sup> semester in 2008 I  
students' scores for a paper I was writing and my first period class went from 2  
exceptionally high self-esteem to 51%!-we'll do a lot to work on it)

6. **MEDIA, COMMUNITY... and WE CAN CHANGE IT:** Discuss.

7. **VIDEO: BELIEVE IN YOURSELF - Motivational Video** (ft. Jarret Grossman & E  
<https://www.youtube.com/watch?v=AiZKbJcav0>

8. **GOAL SHEET and SET A SPECIFIC:** Remind students that if they want to ge  
Health class, they will need to take what they're learning outside of the class  
It!! Improving self-esteem is definitely not head knowledge, it takes a lot of e  
sheet is on the back of the AIM sheet. Have students use the prompt to set a  
"SET A SPECIFIC" slide up for ideas for goals.

- Be specific and measurable!! If they have high self-esteem their goal  
continue one thing they are already doing well.

9. **DON'T LET THE BULLIES and TO THIS DAY:** My 9<sup>th</sup> graders LOVE this vi  
Really emphasize that we have control of our own positive thinking, and n  
mean people get to us! This is a perfect example of a boy who let others' o  
hurt him. Tell students we will look more closely at bullying later in this o  
touch on this subject in light of the fact that they should never let bullies

10. **VIDEO: To This Day** (8 min.)  
<https://www.youtube.com/watch?v=ltun92DnPY>

10. **THE POWER OF POSITIVE SELF-TALK and #3 WAY TO IMPROVE W**  
**MAKING, WHATEVER YOU TELL, and EXAMPLE:** Go through  
these slides to explain the power of positive thought. Give real  
life examples if you have any.<sup>20</sup>

11. **DO THE POSITIVE SELF-TALK SILVER LINING ON A DARK CLOUD**  
**IT OUT:** Hand out the "Positive Self-Talk Worksheet." This will be tur  
positive thinking worksheet from the slides and directions and two r  
out the rules from the sheet. I have students ask others if they get st

The reason they can't just say "I'm NOT" stupid, is because it's not e  
"I'm stupid. Your sub-conscious still hears the word "stupid." For i  
said to you right now, "Do NOT think of the color red, what did you

12. **VIDEO: If you want to you can prove the point about not being**  
**think of something!** This is a fun 2:00 min. video! "Do Not Read Th  
<https://www.youtube.com/watch?v=MRZxZsM45iw>

# It's not just a unit outline.

# Directions tell you what to say!

They get the example of a silver lining on a dark cloud. Like instead of, "I hate Mondays," you say  
"4 more days 'til Friday," or rather than "I hate school," you could write "At least I get to see my  
friends."

13. **OPTIONAL BULLY:** This will meet: Demonstrate strategies to prevent, manage, or resolve  
interpersonal conflicts without harming self or others. H4.W5.HS  
**YOU HAVE A CHOICE IF YOU WANT TO DO A "SELF" ROLE-PLAY ACTIVITY, where students**  
**get a "bully" card and come up with positive thoughts they could have about themselves.**  
**(It's not the typical "role-play" because you don't really want students to practice bullying!**

It is in the "5. Docs for Teachers and Printing" folder, titled "Role Play Task Cards." It's your  
choice and might depend on the time you have, and even the maturity of the class! The full  
directions are on the slides  
you print. It looks like this:

1. **Preseener:**

"Why are you even here? No one liked you."

Don't give yourself more power than you really have.

If you are being bullied, or are a bully

1. Stop - don't do it...  
2. Examples - tell someone or get help...  
3. Stop - don't do it...  
4. Stop - don't do it...  
5. Stop - don't do it...  
6. Stop - don't do it...  
7. Stop - don't do it...  
8. Stop - don't do it...  
9. Stop - don't do it...  
10. Stop - don't do it...

Don't let a bully have power over your emotions. Use these positive thoughts.

- 1. I am better than this situation.
- 2. I am better than this.
- 3. I am better than this.
- 4. I am better than this.
- 5. I am better than this.
- 6. I am better than this.
- 7. I am better than this.
- 8. I am better than this.
- 9. I am better than this.
- 10. I am better than this.

14. **OPTIONAL:** To meet the "Compare and contrast the influence of family, peers, culture, media,  
technology, and other factors on harassment, intimidation, and bullying. H2.S05.HS" standard, I designed a  
spreadsheet to show the difference it can make when students are exposed to violence and bullying as they  
are growing up. See it in the "3. Student Worksheets and Tests" folder. They can make it more relevant to  
them!

15. **WORK ON CHAP. EXAMPLES AGAIN and AFTER YOU COMPLETE:** If you still have time, allow  
students to continue to work on their "Life Story Posters."

### Optional Exit Task:

|                                                          |
|----------------------------------------------------------|
| -Fill out "Success Criteria Sheet."                      |
| -Tell someone one thing you like about your personality! |

### To Extend This Lesson:

These other videos on bullying were recommended, and they seem good, but I haven't used  
them in class yet:

Kayla Wright She Was Bullied to Death (2:50)  
<https://www.youtube.com/watch?v=2vAMxKvZawU>



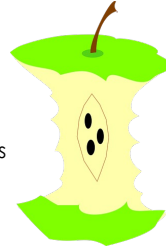
# Docs are editable: in both Word + PDF!

## Task #10 Healthy Eating for Life Survey

Everyone has different negative eating habits, so losing weight or eating healthier is a very individual task. There's no need to go on a diet, simply take small steps towards changing your eating habits for life! Circle any statements you feel are a problem for you.

### WHAT I EAT (or don't eat!):

- I eat too much fast food
- I eat too much junk food
- I eat too much fat
- I do too much munching between meals
- I eat too many sweets
- I don't take vitamins or minerals
- I eat too much sodium (salt)
- I eat out of the bag/container too often
- I get too many calories from drinks (lattes, mochas, juice, pop)



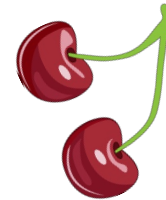
- I don't eat enough fruit
- I don't eat enough dairy
- I don't eat enough vegetables
- I don't drink enough water
- I never read food labels
- I drink too much pop
- I munch too much between meals

### WHEN I EAT (or don't eat!):

- I eat too much on the weekends
- I eat too much late at night



- I skip breakfast
- I skip meals



### WHY: I EAT (or don't eat!):

- I eat because I always seem to be "starving"
- I eat when I'm stressed
- I figure I've blown it for the day anyway...
- I eat rather than "waste" leftovers
- Once I get started, I can't stop myself

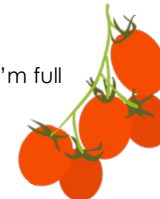
- I eat to reward myself
- I can't control my eating
- I eat when I'm depressed
- I don't eat when I'm depressed
- I eat when I'm bored

### HOW / HOW MUCH: I EAT (or don't eat!):

- I always feel the need to clear my plate
- I never allow myself to be hungry
- My portions are too big
- I get seconds when I don't need it
- OTHER: I don't get enough exercise



- I don't stop when I'm full
- I eat too fast

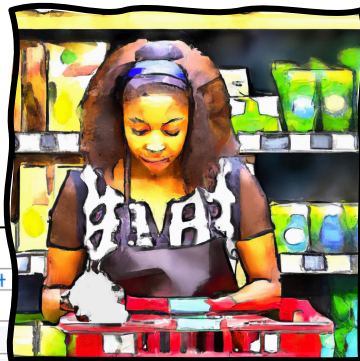


CHOOSE **1** HABIT YOU CIRCLED THAT YOU FEEL IS MAKING THE BIGGEST NEGATIVE IMPACT ON YOUR HEALTH. Write a **specific** goal (for instance, "When I want to skip breakfast, I will eat one small thing." Or, "When I want a dessert, I will only let myself have one serving of it.

When I \_\_\_\_\_

I will \_\_\_\_\_

# NEW Worksheet Graphics!



Title Goes Here



First

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Title Goes Here



Second Question Here:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Title Goes Here



Third Question Here:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## What Makes a Healthy Relationship?

**Mutual respect.** Does he or she get how cool you are and why? (Watch out if the answer to the first part is yes but only because you're acting like someone you're not!) The key is that your BF or GF is into you for who you are — for your great sense of humor, your love of reality TV, etc. Does your partner listen when you say you're not comfortable doing something and then back off right away? Respect in a relationship means that each person values who the other is and understands — and would never challenge — the other person's boundaries.

**Trust.** You're talking with a guy from French class and your boyfriend walks by. Does he completely lose his cool or keep walking because he knows you'd never cheat on him? It's OK to get a little jealous sometimes — jealousy is a natural emotion. But how a person reacts when feeling jealous is what matters. There's no way you can have a healthy relationship if you don't trust each other.

**Honesty.** This one goes hand-in-hand with trust because it's tough to trust someone when one of you isn't being honest. Have you ever caught your girlfriend in a major lie? Like she told you that she had to work on Friday night but it turned out she was at the movies with her friends? The next time she says she has to work, you'll have a lot more trouble believing her and the trust will be on shaky ground.

**Support.** It's not just in bad times that your partner should support you. Some people are great when your whole world is falling apart but can't take being there when things are going right (and vice versa). In a healthy relationship, your significant other is there with a shoulder to cry on when you find out your parents are getting divorced **and** to celebrate with you when you get the lead in a play.

**Fairness/equality.** You need to have give-and-take in your relationship, too. Do you take turns choosing which



## You chose.

You chose to give away your love.  
You chose to have a broken heart.  
You chose to give up.  
You chose to hang on.

You chose to react.  
You chose to feel insecure.  
**You chose to feel anger, or**  
You chose to fight back.  
You chose to have hope.

You chose to be naïve.  
You chose to ignore your intuition.  
You chose to ignore advice.  
You chose to look the other way.  
You chose to not listen.  
You chose to be stuck in the past.



# New Skills-Based Advocacy Community Service Flyers!

## Skills-Based Worksheets/Projects

2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Putting skills into practice:*

- You will be creating a flyer about one of the 10 environmental issues we studied in class.\*
- Your flyer must explain the issue and represent a solution to one of the 10 issues
- Your flyer must be grammatically correct, eye-catching, and
- You must get at least one signature for your solution for 1 month
- \*If you have a design idea, you can use it.

Fill in this sheet and tape to the back of your flyer.

The Environmental Issue:

Your suggested solution:

Target Audience (who will be affected):

What elements have you included:

What elements have you included:

By signing I am committed to this environmental solution for 1 month:

Signature #1: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Signature #1: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Signature #1: \_\_\_\_\_

Printed Name: \_\_\_\_\_



# **What is Included in this Program:**

**3**

**PowerPoints  
to walk you  
through the  
lessons**



# 3

## PowerPoints to walk you through the lessons

1. Print the "Top 10 Appeals Handout" (1 for every two students sheets if you want) before class starts.

2. TITLE SLIDE AD APPEALS and PAIR/SHARE: Have this slide lesson by having students ask each other how many ads they've

3. MARKETING TO TEENS: Ask students if they really think the

When I first read that statistic I didn't think it could be true, but Nike tennis shoes and that every pair is like an ad, or Dakine backpacks that are advertising the various backpack companies, I really think it's 100 ads per day. Tell students they may not think they are swayed by millions and even billions of dollars on advertising, so it must v

4. ASK THESE 5 QUESTIONS: Go over and discuss the questions at an ad to be a smart consumer.

5. LOREAL VIVE: This is an ad for a hair product. Go through the answers. The audience is teen girls. Advertisers want you to believe your hair will look sleek and shiny like this. Ask the girls in class if the truth is that every girl's hair has a different and unique chemistry. One girl, but not for another. Some girls know their hair will pr

Ask students to look on the "Top 10 Ad Appeals Handout" on the slide they think is being used. (there can be several correct answers or Missing Out) Keep referring them back to the "Ad Appeals" in the next activity.

TOBACCO UNIT

Day 5

Pair Share

Tell your table partner all the different types of ads you've seen in the last few days.

Marketing to Teens- QUESTIONS TO ASK TO Advertising Appeals

The average teen views 300-500 ads per day

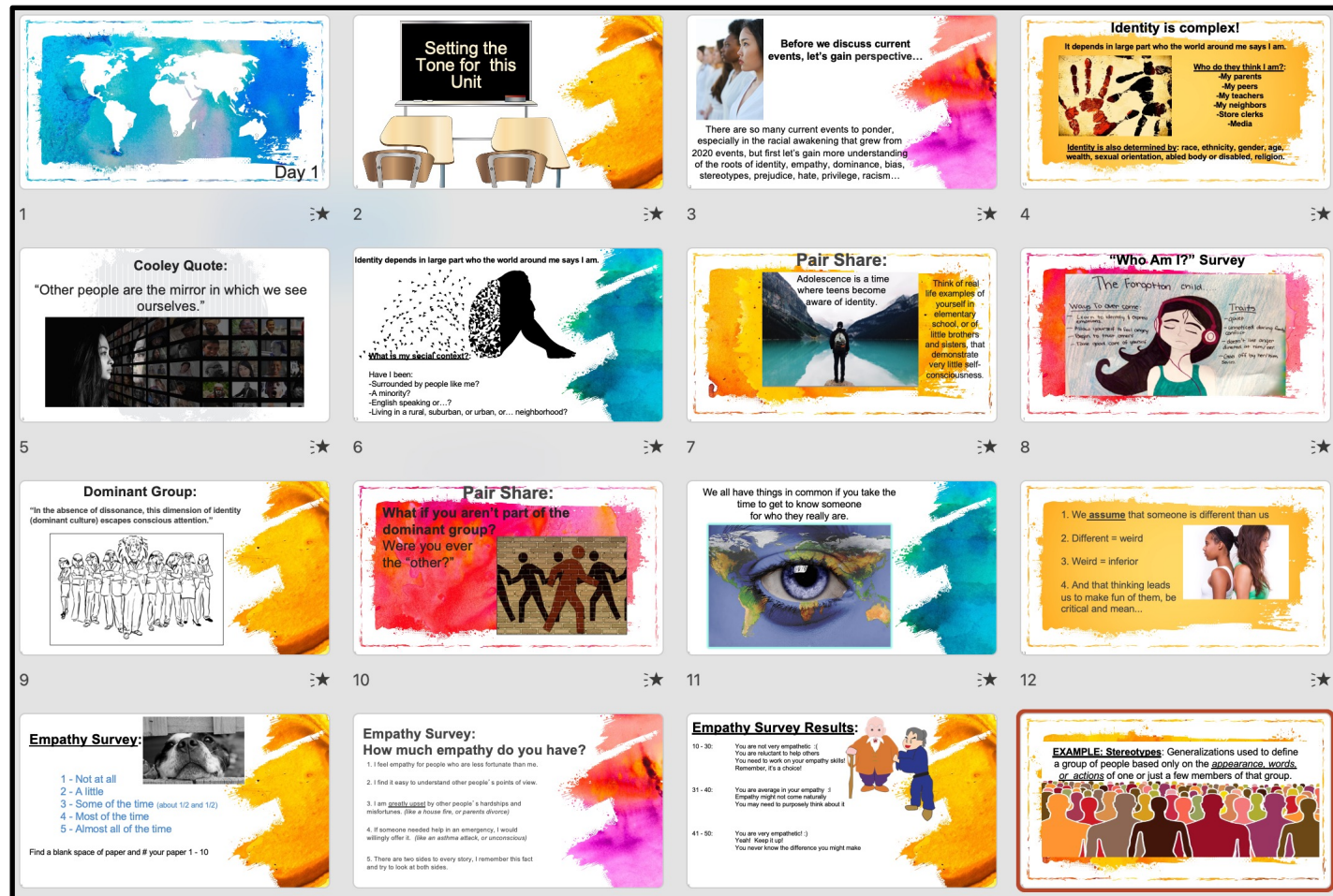
When looking at an ad, ask these 5 questions:

- ☐ 1. What is being advertised?
- ☐ 2. Who is the target audience?
- ☐ 3. What does the advertiser want me to believe? ★
- ☐ 4. What do I know to be true?
- ☐ 5. What advertising appeal did they use?

LOREAL VIVE

- 1. What is being advertised?
- 2. Who is the target audience?
- 3. What does the advertiser want me to believe?
- 4. What do I know to be true?
- 5. What advertising appeal did they use?

# PowerPoints have Engaging Editable Graphics:





# Editable PowerPoints on GOOGLE DRIVE

Brain and Habits PowerPoint .PPTX ☆ ☰ ☰

File Edit View Insert Format Slide Arrange Tools Help Last edit was 4 days ago

Background Layout Theme Transition

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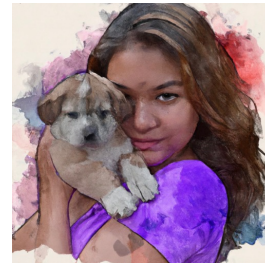
19

20

On  
GOOGLE  
DOCS!

3

# FUN NEW POWERPOINT GRAPHICS!





# FUN NEW POWERPOINT GRAPHICS!



**4-6.**  
Day 4-6: Rise Above Dream Breakers

“



|                                                        |                                     |
|--------------------------------------------------------|-------------------------------------|
| If you loved me you'd have sex with me                 | Everybody's doing it                |
| IF YOU WON'T HAVE SEX WITH ME, I WON'T SEE YOU ANYMORE | If you get pregnant, I'll marry you |
| Don't you want to try it?                              | We're going to get married someday  |
| You've had sex before                                  | No one will find out                |

**1** Day 1:

Intro  
Global Advertising Pressure  
Healthy Eating Survey



“ Eating “healthy” in our world today is not an easy task. We are inundated with fast food restaurants on every corner, junk food snacks in grocery store aisles, and vending machines and beverage choices almost everywhere!

On top of so many unhealthy choices, our lives are just so busy that it's often difficult to fit in some daily exercise.



“ The global weight loss and diet market size was **more than USD 175.44 billion in 2022**.

The market is expected to grow at 8.50% between 2023 and 2028, reaching **USD 282.53 billion by 2028.**<sup>\*1</sup>





# **What is Included in this Program:**

**4**

**Empowering  
lessons, projects,  
videos, articles,  
assessments, and  
more!**



# PROJECTS HELP STUDENTS MAKE HEALTHY CHOICES



**Love Languages Survey**

**Love Languages Survey:** Give yourself:

- 2 points if it's **always** true
- 1 point if it's **sometimes** true
- 0 points if it's never true

**GIFTS**

1. An unexpected present can keep me walking on air for days
2. I'd rather get a small, thoughtful gift than an extravagant compliment
3. I just love getting presents—or even freebies
4. I would rather get a reward than a standing ovation
5. Remembering birthdays is very important to me
6. I put a lot of effort and into getting just the right gift for people I care about
7. I get a big buzz out of organizing parties and special events for others
8. It has a big impact on me when someone goes to a lot of effort to make/find the perfect gift for me
9. I keep trinkets because special people gave them to me
10. I find it very depressing when I don't get presents at holidays and on my birthday

**Total Score:** \_\_\_\_ / 20

**QUALITY TIME**

1. I enjoy sharing hobbies or fun activities with others
1. I like spending time with people—one on one or in a group
1. I get lonely if I can't spend time with the people I care about
1. I enjoy working as part of a team
1. I'm a 'people person' - I like company
1. I enjoy getting together with people to play or watch sport
1. I feel hurt when others exclude me or don't involve me in activities
1. I show people I care by being with them
1. I'm quite comfortable just to be with others in silence
1. In times of trouble, just being there is what matters

**Total Score:** \_\_\_\_ / 20

**PRAISE (ENCOURAGING WORDS)**

1. A kind word can keep me going for a long time
1. Honesty is very important to me - but not 'brutal' honesty
1. When people criticize my best efforts I am wounded



## •How to Read a Food Label



| Nutrition Facts            |     |
|----------------------------|-----|
| 9 servings per container   |     |
| Serving size 2/3 Cup (90g) |     |
| Amount per serving         |     |
| Calories                   | 200 |
| % Daily Value*             |     |
| Total Fat 10g              | 13% |
| Saturated Fat 6g           | 30% |
| Trans Fat 0g               |     |
| Cholesterol 30mg           | 10% |
| Sodium 85mg                | 4%  |
| Total Carbohydrate 25g     | 9%  |
| Dietary Fiber 0g           | 0%  |
| Total Sugars 17g           |     |
| Includes 14g Added Sugars  | 28% |
| Protein 3g                 |     |
| Vitamin D 0mcg             | 0%  |
| Calcium 105mg              | 8%  |
| Iron 1mg                   | 6%  |
| Potassium 188mg            | 4%  |

\*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

### 1 ♥ Daily Exercise!

-When you exercise you burn calories and build muscle!

-Regular physical activity can help you prevent or manage a wide range of health problems, including stroke, type 2 diabetes, stress, depression, certain types of cancer, + arthritis.

Things to Get More of ♥ 1

### 1 ♣ Watch Portion Sizes!

-One of the reasons we are so much fatter today than 40 years ago is portion sizes.

-We just eat a lot more than we need, so decrease the amount you dish up, and try eating slower.

Nutritional Facts Worth Knowing ♣ 1

### 1 ♠ Sugar!

-Sugar is empty calories and gives you nothing nutritionally.

-It spikes your blood sugar level and disrupts blood sugar.

-If you eat too much sugar, guess what your body stores it as?: FAT!

Foods to Eat Less of ♠ 1

### 1 ♦ It's all About Choices!

-Even in a fast food restaurant, there are better choices than the most fatty thing on the menu!!

-Be educated, read food labels and try to look for and choose the healthier version!

-All your small choices add up to your overall health!!

Gems to Know ♦ 1



## How to Strengthen Every System of Your Body



**Directions:** To find the answers to each question below, click on the body system name link. Then click the tab to come back to this page to fill in the correct answers.

1. Name:

### Nervous System:

2. To get a reminder of each body system and what it does for our body, watch this short video:  
<https://www.youtube.com/watch?v=0yLJfz6saU&t=11s>
3. Name: The nervous system is one of the most complex and  systems in your body.

4. List 4 foods you should eat:

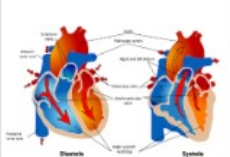
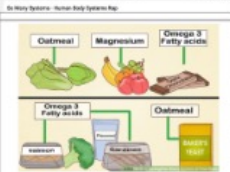
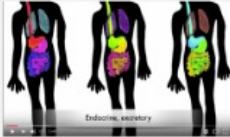
- 1)   
 2)   
 3)   
 4)

5. Also be sure to get enough

6. List one way you like to reduce stress in a healthy way:

### Circulatory System:

7. The circulatory system is responsible for circulating  and



Endocrine, excretory

## 1. Respiratory System Students in Your Group: \_\_\_\_\_

Note: If YouTube videos don't load, put the title in the search.

### RESPIRATORY QUESTION 1:

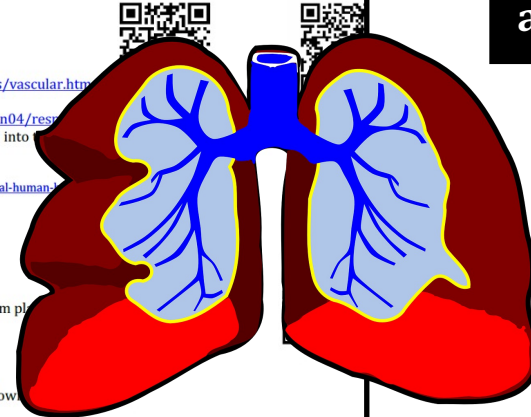
<http://www.smm.org/heart/lungs/vascular.htm>

<https://www.slideshare.net/dindin04/respiratory-system>  
 (You can put "Respiratory System" into the search bar)

Virtual Body:

<http://www.ikonet.com/en/health/virtual-human-body>

- Why do we need to breathe?
- What role does your diaphragm play in breathing?
- What keeps food from going down the wrong pipe?
- Spread out flat, about how much space would all the air sacs in the lungs take up?
- What role do red blood cells play in respiration?
- Every minute about how much air do you breathe in?



84 QR-Coded  
links to  
websites!  
Try this one:

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### Synthetic Drugs Guessing Game

1. Guess which one of the following is a drug? Write your guess here: \_\_\_\_\_



A.



B.



C.

2. Use this word bank to guess the 8 pictures of synthetic drugs (either on the PowerPoint or printed for you). Write the name of the drug you think it is by the number below.

|          |                     |            |        |        |
|----------|---------------------|------------|--------|--------|
| Molly    | 2C-C-NBOMe          | Bath Salts | Heroin | Salvia |
| Krokodil | Synthetic Marijuana | Spice      |        |        |

1. \_\_\_\_\_

Give out 23  
homework  
assignments





# MORE UNIQUE ASSIGNMENT EXAMPLES

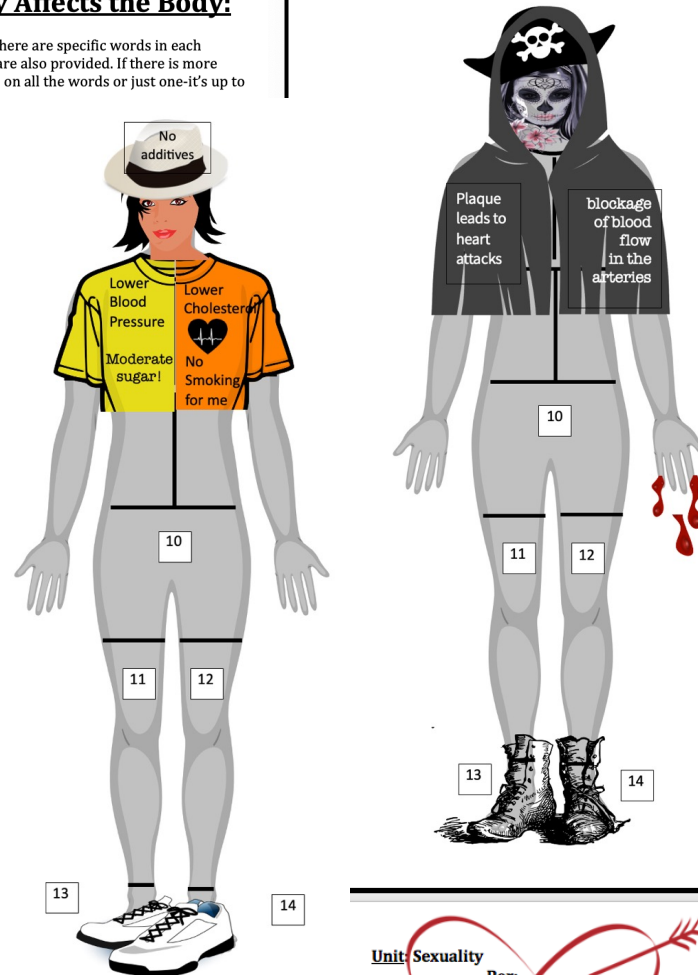
## How Good Nutrition Positively Affects the Body:

**Directions:** Students will be assigned a section to research. There are specific words in each section that tell you what to look for and research. Websites are also provided. If there is more than one word in your section, you can choose to include info on all the words or just one—it's up to you!

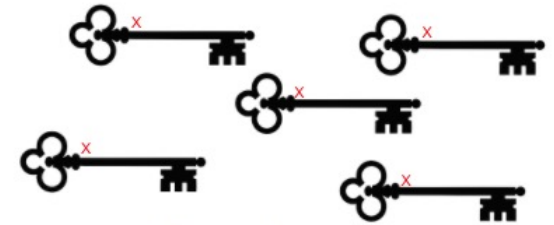
You will cut out your body section and put the **POSITIVE WA** information you researched into your section in a creative way: a body is healthier! You can draw, use magazine or print body features, clothes, or accessories!

Be ready to show your completed section to the class, and explain **positively** impacted by good nutrition!

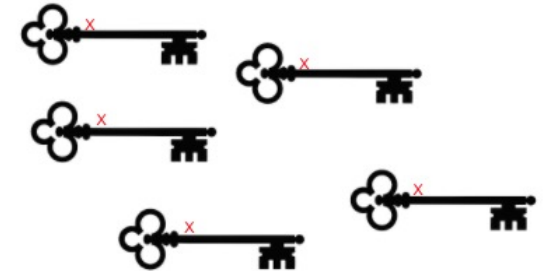
| Body Section (Facing Body): | POSITIVE EFF                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Hat                       | <b>Brain Health/Mental Health/Str</b><br><a href="https://www.stylecraze.com/articles/positi">https://www.stylecraze.com/articles/positi</a><br><a href="https://www.aetna.com/health-guide/food-Trigger-for-Mental-Health-Disorders">https://www.aetna.com/health-guide/food-Trigger-for-Mental-Health-Disorders</a>                                                               |
| 2 Face                      | <b>Teeth/Skin Complexion/Eyesig</b><br><a href="https://thebetternutritionprogram.com/blog/be">https://thebetternutritionprogram.com/blog/be</a>                                                                                                                                                                                                                                    |
| 3 Hair                      | <b>Healthy Hair:</b><br><a href="https://www.webmd.com/skin-problems-and-tr">https://www.webmd.com/skin-problems-and-tr</a>                                                                                                                                                                                                                                                         |
| 4 Torso Top Half Left       | <b>Cancer:</b><br><a href="https://www.stylecraze.com/articles/positi">https://www.stylecraze.com/articles/positi</a><br><b>Cancer</b>                                                                                                                                                                                                                                              |
| 5 Torso Top Half Right      | <b>Heart Health:</b><br><a href="https://www.health.harvard.edu/blog/benefits-of-a-healthy-di">https://www.health.harvard.edu/blog/benefits-of-a-healthy-di</a><br><a href="https://www.nhsinform.scot/healthy-living/food-and-dr">https://www.nhsinform.scot/healthy-living/food-and-dr</a><br><a href="https://www.webmd.com/heart/heart-">https://www.webmd.com/heart/heart-</a> |
| 6 Torso Bott Half Left      | <b>Belly Fat:</b><br><a href="https://www.webmd.com/obesity/ss/slides">https://www.webmd.com/obesity/ss/slides</a><br><a href="https://www.hopkinsmedicine.org/health/wellness-and-prev">https://www.hopkinsmedicine.org/health/wellness-and-prev</a><br><a href="https://www.wikihow.com/Lose-Belly-">https://www.wikihow.com/Lose-Belly-</a>                                      |



Name: X Period: X Date: X



One size doesn't fit all.



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## Unit: Sexuality

Per: \_\_\_\_\_

"The average 13 year old in America has witnessed sex on T.V. and in the movies over 1,500 times!"

The decision to have sex is presented as if it's "no big deal," but this couldn't be further from the truth. Today, more than ever, teens need to know about:

- ✓ Sexual decisions, healthy relationships, + the importance of abstinence
- ✓ How to protect themselves from getting STIs, including HIV/AIDS
- ✓ The complexity of relationships, including the pain of unhealthy relationships + domestic violence
- ✓ The risks of sexual assault and sexual abuse

### 1. Abstinence:

the best gift...



Secondary Virginity- you can always choose abstinence

Females—usually starts between \_\_\_\_\_, and up to 16 years of age

1. Growth and filling out of breasts; larger rounder hips and buttocks
2. Growth of hair
3. Oilier skin and hair + appearance of pimples or acne
4. Begins to have \_\_\_\_\_
5. Becomes more conscious of appearance

There are emotional changes during puberty too. But, it will pass. Suddenly at about age 15, it all evens out and everybody's back at the same stage of life again! <sup>5</sup>

### 4. Female Anatomy Highlights and Issues:

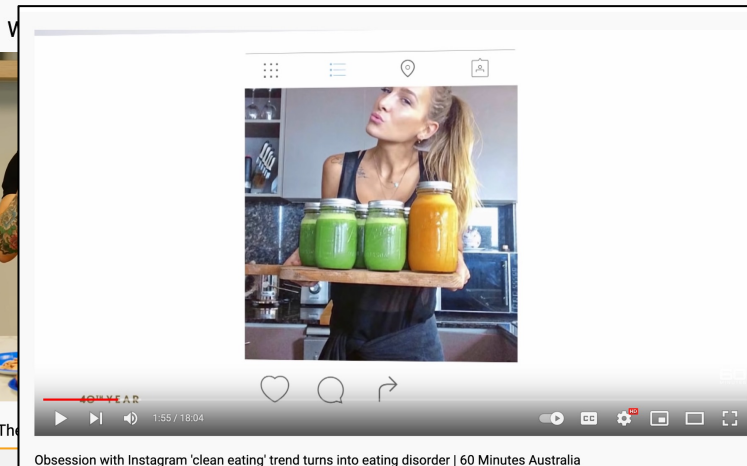
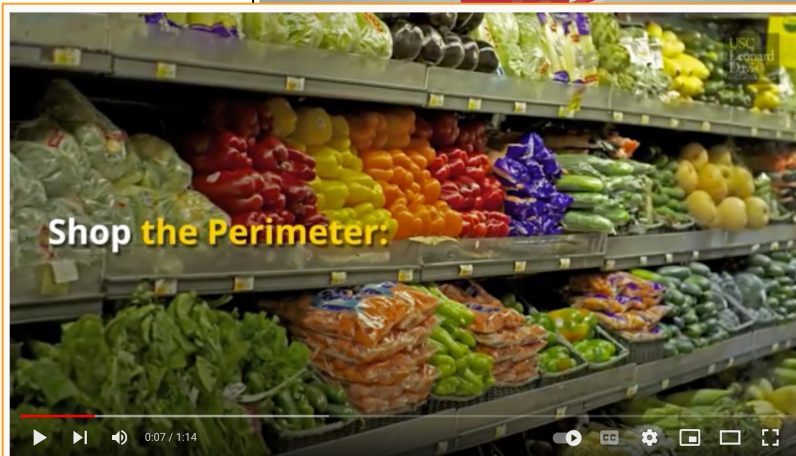
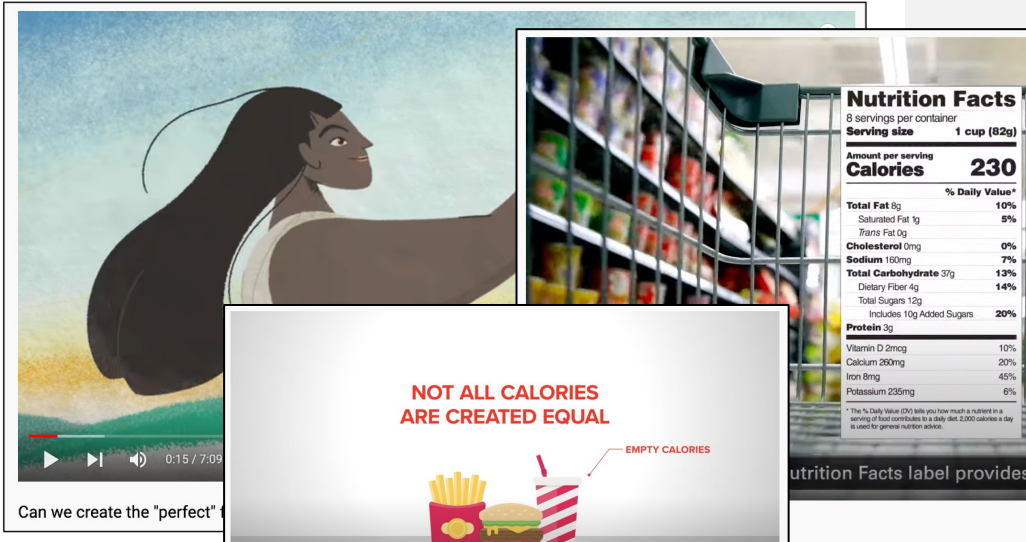
It is important for both boys and girls to know both of the male and female anatomies. Whether it is a father, mother, sister, brother, or other extended family member, most of us will live in a house with, or work with those of the opposite sex, and understanding how the male and female body works, what illnesses can affect the reproductive system, how hormones influence the system, and what issues the opposite sex must deal with \_\_\_\_\_ to one another.

- ✓ The vulva is the term for the female **external genitals or organs**. These consist of the labia majora, the labia minora (which protect the vagina), the clitoris, and hymen. It used to be thought that you could tell if a woman was a virgin by whether or not her hymen was intact, but especially today with women as active as they are and with tampon use, an intact hymen is not a good indicator of virginity. The hymen often must be stretched or opened during a woman's first sexual intercourse, and thus there may be some **bleeding** or pain during this first sexual intercourse.



# LINKS TO FREE VIDEOS:

What are G.M.O.s?  
“Can We Create the Perfect Farm?”



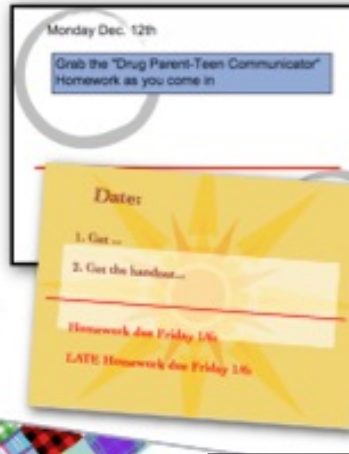
## Links to Videos!

# IDEAS ON "HOW TO SET UP YOUR CLASSROOM!"

## Morning PowerPoint to Start each Class:

Everyday I have a PowerPoint slide up when students come in. I like to have the homework posted like this everyday as a reminder to students, and then students can never say, "I must have been absent when you assigned that" because I can say, "It's been posted everyday since you got back on the "Daily PowerPoint." !! Daily PowerPoints include:

- Today's date
- If there is any worksheet to pick up as they walk in
- Homework due Friday
- Homework due LATE Friday  
(I accept homework late at 60% for only 1 week, so this date is important to post. Classwork can come in late at full points anytime)



## Class Rules:

**No put-downs**

**No talking during class when someone else is**

**No mean, rude, or inappropriate comments**

**Class Rules!**

## Art Project Grading Rubric: NAME: \_\_\_\_\_ Per: \_\_\_\_\_

| <u>Your Score:</u> |                                            | <u>A</u><br><u>4 points</u>                                                            | <u>B</u><br><u>3 points</u>                                                  | <u>C</u><br><u>2 points</u>                                      | <u>D or F</u><br><u>1 point</u>                                       |
|--------------------|--------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------|
| ____/4             | Content Accuracy and Relevance             | <b>*Understanding of topic is very evident and message is very clear and positive.</b> | Understanding is partially clear and message is somewhat clear and relevant. | Understanding is unclear or the message isn't clear or relevant. | Understanding is unclear and message is incorrect or negative.        |
| ____/4             | Graphics: photos, pictures, and/or wording | <b>*Graphics are very creatively displayed.</b>                                        | Graphics are somewhat creatively displayed.                                  | Graphics are a bit creative.                                     | Lacking creative graphics.                                            |
|                    | Attractiveness                             | <b>*Looks really good in design, layout, and neatness.</b>                             | Looks good in design, layout and neatness.                                   | Is acceptably attractive though it may be a bit messy.           | Is messy or poorly designed. seems time was not taken to complete it. |

## Fill in the curriculum according to your own school calendar:

| Wk | UNIT: | HOMEW. GIVEN: | Mon | Tues | Wed | Thurs | Fri |
|----|-------|---------------|-----|------|-----|-------|-----|
| 1  |       |               |     |      |     |       |     |
| 2  |       |               |     |      |     |       |     |
| 3  |       |               |     |      |     |       |     |
| 4  |       |               |     |      |     |       |     |

## 9th GRADE HEALTH SYLLABUS

★ **Parents: see next page for signature instructions**

**Object/Rationale:** The 9th grade year is a time of many changes and decisions. Health is designed to help students learn about their changing bodies, to help them sort out emotions and personal values, to aid them in maintaining optimum health as a lifelong process, and to show students how to take responsibility for making healthy decisions.

Students must pass 9th Grade Health to graduate from .....!



Health is all about the student. Topics include real-life situations for teens. Units last two or three weeks, then we are on to something new! The topic areas are based on teen pressures and teenage risk behaviors:

1. **Mental Health:** Dealing with stress, depression, suicide; having empathy for others; violence prevention; positive self-esteem; handling peer pressures; making decisions; the importance of sleep; anger management; communication skills; conflict resolution skills, uncompromising values; dealing with bullies, understanding media literacy and more...



# IDEAS ON “HOW TO SET UP YOUR CLASSROOM!

## **Easy and Effective Discipline:**

*They really do want it even if they resist it...*

## **The “1 – 2 - Bookwork” system:**

Teens want to know that the teacher has control of the class. Of course that discipline must be done in a respectful way, without embarrassing students, and where dignity is kept intact.

This system is designed especially for really **talkative classes**, where “side-talk” is disruptive. This isn’t the best system if there is just a few kids talking! For this system, you’ll need a set of textbooks (preferably for your subject area!) Here is my “dreaded” set - front and center in my classroom! If you don’t have a class set of books, use your teacher version, check one out at the library or purchase one and make 30 copies of certain chapters!



One other idea is to MAKE YOUR ART PROJECTS COMPETITIONS! Every art project I do in class is a competition. I choose about 20 of the best works to post. The key is to find a place somewhere in your school where other students will see and admire your students' work. I put my bulletin board in the hallway across from our library...



-----cut here-----

**PARENT-TEEN COMMUNICATOR CONFIRMATION SLIP**

We completed the Sexuality “Parent-Teen Communicator” assignment together.

What parts of this activity did you feel were important?:

-----

Student Name (please print) Period:-----

-----

Parent/Guardian Signature Date:-----

**Parent Communication**

## **How to Ace Your Teacher Evaluation:**

This year my high school started a new teacher evaluation process. Maybe your school is doing something similar, so I am including for you some of my evaluation notes in case they might help you plan your own evaluation.

**How to Ace Your  
Teacher Evaluation!**



DAILY LEARNING TARGETS ARE PROVIDED FOR EACH LESSON!

**UNIT GOAL:**

**To be**

**above the  
Influence**

**by:  
staying away  
from: tobacco,  
alcohol + drugs**

**SKILLS-BASED!**

**Learning  
Target of  
the Day:**

I will learn  
risk factors  
for addiction.

Content 27

I will recognize  
risk factors in my  
life and work to  
overcome them.

Behavioral 27

These Posters make  
the daily purpose clear for  
students!

A "Content" learning  
target is posted at  
the beginning of  
each class.

Students personalize  
learning with a  
"Behavioral" target at the  
end of class.

# THERE ARE 3 CHOICES FOR YOUR DAILY STUDENT “SUCCESS CRITERIA WORKSHEETS”

Name: \_\_\_\_\_ Per.: \_\_\_\_ Week Of: \_\_\_\_/\_\_\_\_/\_\_\_\_

| <u>Content:</u> Write the daily <u>content</u> learning target: | <u>Content End of Class Rating-</u><br>Circle One:                                                                                                                                        | <u>Behavioral:</u> Write the daily <u>exit success criteria:</u> | <u>Behavioral End of Class Rating-</u><br>Circle One: |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------|
| <b>Monday: I will</b>                                           | <b>I learned this:</b><br>4 Very well - without mistakes or help<br>3 Pretty well - with a few mistakes or some help<br>2 O.K. - I need a little more help<br>1 I can't do this right now | <b>In the future I will</b>                                      | Yes<br><br>No<br><br>Undecided                        |
| <b>Tuesday: I will</b>                                          | <b>I learned this:</b><br>4 Very well - without mistakes or help<br>3 Pretty well - with a few mistakes or some help<br>2 O.K. - I need a little more help<br>1 I can't do this right now | <b>In the future I will</b>                                      | Yes<br><br>No<br><br>Undecided                        |
| <b>Wednesday: I will</b>                                        | <b>I learned this:</b><br>4 Very well - without mistakes or help<br>3 Pretty well - with a few mistakes or some help<br>2 O.K. - I need a little more help<br>1 I can't do this right now | <b>In the future I will</b>                                      | Yes                                                   |

Name: \_\_\_\_\_ Per.: \_\_\_\_ Week Of: \_\_\_\_/\_\_\_\_/\_\_\_\_

| <u>Content:</u> Write the daily <u>content</u> learning target: | <u>Content End of Class Rating-</u><br>Circle One:                                                                                                                                        |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Monday: I will</b>                                           | <b>I learned this:</b><br>4 Very well - without mistakes or help<br>3 Pretty well - with a few mistakes or some help<br>2 O.K. - I need a little more help<br>1 I can't do this right now |
| <b>Tuesday: I will</b>                                          | <b>I learned this:</b><br>4 Very well - without mistakes or help<br>3 Pretty well - with a few mistakes or some help<br>2 O.K. - I need a little more help<br>1 I can't do this right now |
| <b>Wednesday: I will</b>                                        | <b>I learned this:</b>                                                                                                                                                                    |

Name: \_\_\_\_\_ Per.: \_\_\_\_ Week Of: \_\_\_\_/\_\_\_\_/\_\_\_\_

| <u>Content:</u> Write the daily <u>content</u> learning target: | <u>At the End of Class Answer the Exit Question-</u> |
|-----------------------------------------------------------------|------------------------------------------------------|
| <b>Monday: I will</b>                                           |                                                      |
| <b>Tuesday: I will</b>                                          |                                                      |
| <b>Wednesday: I will</b>                                        |                                                      |

This one has a  
“Content” beginning  
and “Behavioral” end of  
class task

This one has a  
“Content” beginning  
only task

This one has a quiz question that  
you post on the board at the end  
of each class





## About the Author:

◆ Thank you for previewing!

- ◆ I am a certified K-12 Physical Education and Language Arts teacher and I also have my Health certification. Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8<sup>th</sup> Grade Reading; Elementary P.E.; 9<sup>th</sup> Grade English; 9<sup>th</sup> Grade P.E.; High School Aerobics; and 9<sup>th</sup> Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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NYC Standards From:

<http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>

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